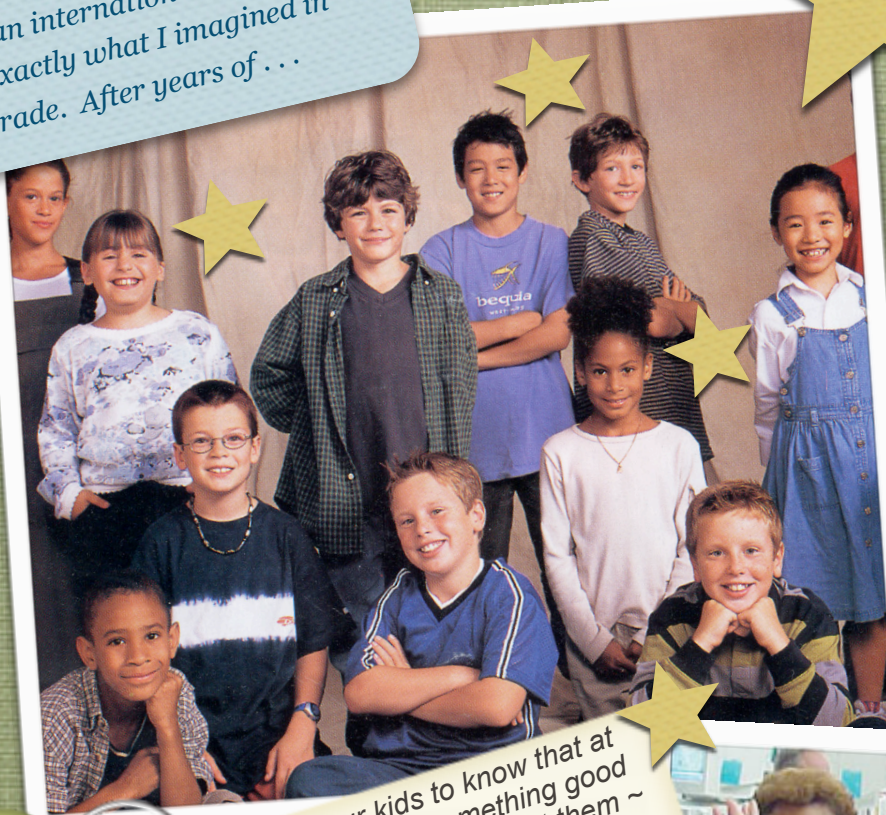


I--imagine: Waking Up A Generation for Their Own Greatness

What a Year This Was!

My life as an international coffee house owner is exactly what I imagined in seventh grade. After years of . . .

2035



We want our kids to know that at their very core is something good and uniquely special about them ~ to know they matter and have value in our world. May they live their journey with courage, zest and fortitude shining their light and gifts on a hopeful path into their best and brightest future.
~ Adapted from Peter Benson's Sparks



Teacher's Guide to I-imagine's Student Scrapbook

Copyright 2010 Bernajean Porter

I-imagine: Waking UP a Generation for Their Own Greatness
Copyright, 2011, Bernajean Porter

This Teacher's Guide is a companion e-publication to *I-imagine: Taking My Place in the World* ~ a student scrapbooking journey for exploring, wondering, mining and inventing a vision video for their BEST future.

All rights reserved under International and Pan-American Copyright Conventions. No part of this e-publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise used beyond licensing agreements without prior written permission of the publisher.

Bernajean Porter
1745 Wazee Loft #2D
Denver, Colorado 80202

info@bjpconsulting.com
www.digitales.us
www.bjpconsulting.com

Printed in the United States of America.
ISBN 0-9670755-5-6

*We cannot always build
the future for our youth,
but we can build our
youth for the future.*

~ Franklin Roosevelt



imagine



Introduction

Calling All Educators ~ Waking Up a Generation for Their Own Greatness

Prepare to illuminate your students' sense of identity and purpose through a personal, scrapbooking journey inviting them into exploring, mining understanding and then imagining taking their place in the world as a profound experience that increases their personal investment in their own academic achievement. Guide your students through pre-writings and reflections to craft docudramas role-playing in a self-produced, vision video AS IF it were 20 years from now and they are already shining their light, activating their talents and using their unique strengths for good in the world ~ living their BEST life NOW! ¹

Perhaps the most valuable heritage we can provide for future generations is some sense of the Great Work that is before them.

~ Thomas Berry

The ***I-imagine*** project awakens the dreamer and believer to the realization that the world needs our light - our gifts and passions in making a difference. It is grounded in new research of an almost magical impact when hope and joy are nurtured in our youth. ² Hearts and daily, positive choices come alive as students begin discovering and activating their own life-goals - living in the truth that their lives and talents matter to the world. No question that engaging teachers and parents with Benson's book, *Sparks*, as required, inspired reading during this project will forever change the culture of possibilities for your kids both in school and out!

¹ *DigiTales: The Art of Telling Digital Stories. Chapter 4, Pages xx. Bernajean Porter. 2007*

² *Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers. Pages 12-13. Peter Benson. 2008*
Copyright bjpconsulting.com

Urgent Warning to All Adults

Boredom is a growing national epidemic in schools as students live in the gaps between their interests and adult agendas. This disengagement with school unquestionably works against the educational goals of preparing students for their futures. We are not on different pages in wanting the same things for our students IF looking ahead - they would acknowledge for themselves, choices being made now about school and learning goals will greatly influence their desired futures. Intrinsic motivation is one key factor that can increase active engagement.

The Power of Story

Enter the power of story as ONE strategy that activates student affinity and agency in owning their own learning. Narrative story is one of the oldest and most proven tools for motivating individuals to engage in change, mobilized by inspired hope that activates positive actions. Finding purpose and passion are the hallmarks of a life that matters, a life worth living. They are also the source of joy and happiness. The greatest gift parents and teachers can give our youth is to help them discover, nourish and act on this truth NOW!

Narrative story is one of the oldest and most proven tools for motivating individuals to engage in change, mobilized by inspired hope while activating positive actions NOW. Our inner

stories exert tremendous influence on us, driving us either by limiting or enlarging our sense of reality and possibility. Change the story and we change what is real, acceptable, and possible . . . much like the imaginative cells responsible for a

The future is not a result of choices among alternative paths offered by the present, but a place that is created -- created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. ~ Anonymous

caterpillar's DNA experiences transforming into a newer version of themselves - the butterfly! ³ The story we tell about ourselves shapes everything we see, think and do – often without our even being aware of it. ⁴

Because the brain does not know the difference between real and imagined, a positive future story created by individuals or communities changes the "neuroplasticity" of brains. These changes can profoundly alter the pattern of neuronal activation in response to experience. According to the theory of neuroplasticity, experience (real or imagined) can actually change both the brain's physical structure (anatomy) and functional organization (physiology) from top to bottom. Creating multimedia future docudrama stories deepens the sensory and reality of this experience thus increasing the benefits of activating passion, hope and commitment to their vision videos. In *Think Better*, Tim Hurson suggests thinking in terms of a "target future," an "imagined future" so "powerful and compelling" that it generates motivation to achieve it. Roger Shanks, author of *Tell Me a Story*, shares his findings of how great inspiring stories literally changes the brain waves via the science of neuroplasticity. The stories we tell ourselves allow us to imagine ourselves as the victorious protagonist, organizing us emotionally and physiologically to proactively manifest have the life we WANT rather than take what we get by pure chance. The ***I-imagine*** project inspires students to actively participate NOW in their best life.

Project Goals

1. To inspire educators to inspire their students in creating and nourishing their own best future using research-based strategies that activate purpose, hope and passion for learning and living a life that matters.

2. To model the use of effective technology-based, multimedia skills in crafting projects that impact and influence lives.

3. To create a climate and culture of possibilities yielding more academic and personal success by building on student strengths and talents rather than their deficits.

4. To build community between students-to-students, teachers-to-students, teachers-to-parents, and students-to-parents in ways that forge respect, safety, and positive relationships.

³ *Imaginal Cells: A Story for Our Times*. <http://ordinarysilence.wordpress.com/2010/03/07/a-caterpillar-story/>

⁴ *Storyfields: the Narrative Shape of Our Lives and Cultures*. www.co-intelligence.org/StoryFields.html

Awakening the Dreamer ~ Believer

Unfolding the Scrapbooking Journey

The good news . . . this is not a cookie cutter project lock stepping students through activities! Organizing a positive approach and classroom atmosphere modeled after the writer's multi-tasking workshop spaces will be the best predictor of success. The ***I-imagine*** Project was designed as a student scrapbooking journey guided by their teachers as a process for awakening the dreamer and believer in each student that their life matters, culminating in a celebration vision video. While some teachers may be tempted to simply assign the making of the video as activities, the pre-writing and wondering activities are intentionally designed to be a self-directed journey honoring the importance of identifying one's own passion and light.

Pacing the Experience

Prepare your students' experience for maximum success! Time symbolizes what is valued in our life. Making time to unfold and celebrate the uniqueness of each human spirit during this scrapbooking journey will also deepen and strengthen the rich experiences needed for students to awaken a belief in their personal power to create a life that matters. Fast tracking your students' experiences will likely negate any benefits possible. The hands-on, introspective tasks along with intermittently sharing within a larger community activates the possibilities as well as builds positive relationships that will reap a multitude of benefits through and beyond the school year as well.



Knowing that time is precious in all classrooms, most of the scrapbooking tasks were developed to be assigned out of school allowing students to take their creative time as well as minimizing the demands on class time. Some teachers may be able to strategize their class time to focus singularly on the ***I-imagine*** project, provide more in-class community time by design. After getting the big picture of unfolding the scrapbooking journey, other teachers will want to consider whether this project might be paced with another unit of study like a literature unit, a social studies unit or some other curriculum at the same time while intermittently pacing the introduction, sharing, reflecting and celebrating of the students' ***I-imagine*** experiences.

Using the Teacher's Guide

Hopefully teachers will launch the ***I-imagine*** project in collaboration with other colleagues as learning mates for think tanks, reflections and strategies generally needed in launching new curriculum experiences. Each of the *Exploring*, *Wondering*, *Mining* and *Inventing* tasks in the ***I-imagine*** scrapbook have "Getting Ready" overviews of purpose, strategies, and resources along with detailed lesson plans to guide time, ideas, and processes. Also urging all teachers to embrace the professional challenge of creating their own ***I-imagine*** vision videos.

Leaf Notes and More

Suggestions, ideas and strategies in this teacher's guide are culled from years of classroom experience as well as incorporating lessons learned specifically from rounds of prototyping the ***L-imagine*** project with a multitude of students and their teachers. Even though this ***Teacher's Guide*** lays out a suggested structure for creating successful vision videos, it really packages best-of-the-best classroom practices for any project with the outcome of students owning, investing and shining out their best work. Special attention with each tasks is given to support teachers with opportunities for integrating technology as well as guiding the craftsmanship needed while using multimedia. Certainly beyond these suggestions and ideas, teachers will likely shape their own style of implementation. Thus open spaces and "leaf notes" have been left for your own planning, questions, thoughts, reflections and advice to yourself.



Reflecting / Planning Before Beginning

Notes			

Sharing the Path



Begin Your Own I-imagine Journey

Great Learners make Great Teachers

Let the learning begin! Create your own vision video for a BEST future! Experience, reflect, and share the scrapbooking tasks along side your students. It will have profound benefits for you and your students. When you write (and learn) along side your students, your interactions with young writers can be based on knowledge you have earned yourself. Being writers and communicators along with your students - sharing their path - is championed by the National Writing Project as having exemplar positive impact on student work: (1) builds trust and mutual respect in classrooms, 2) models the imperfections, struggles and celebrations found in any artistic expression, 3) affirms one's authority when sharing from actual experience, (4) enables practical modifications and variations, and 5) expands one's repertoire of useful responses and supports to students from authentic, empathic understanding.

Teachers who are continuous learners, refreshing their own skills and practices have classrooms with higher student achievement and tend to promote constructivist learning rather than direct instruction.⁵ Many high-yielding instructional processes are engaged to accelerate the benefits from this project - take stock of what you already know. Then jump into the journey of not only creating your own vision video but learning even more strategies for high producing 21st Century Classrooms that can be used in many other projects. What a ride!

⁵ *The Beliefs, Practices, and Computer Use of Teacher Leaders* by Hank Becker and Margaret Reil. <http://bit.ly/nCBgql>
Copyright bjpconsulting.com

Writing is Learning - Writing is Discovery

While creating a vision video engages multimedia tools, discovering the content - becoming aware of your thinking and what you know is unfolded through writing. Creating any multimedia product requires significant writing prior to packaging it with technology tools IF there rigor and something worthy is expected. Writing is more about discovering than recording what you already know. Preparing the written narrative requires 40-50% of the project time with rounds of drafts and conferencing to ensure that quality content has been developed before technology is supported.

According to Judy Willis, a neurologist and teacher-consultant with the South Coast Writing Project, explains how the teaching of writing is important for learning based on neuroimaging and brain mapping. With a medical background in using such diagnostic tools as positron emission tomography (PET) scans, neuroimaging, and brain mapping, she empirically understands how the brain is wired to learn. Willis believes we could do brain scans of the teachers participating in Writing Project professional development, with favorable results. ⁶

There are not enough bells and whistles is technology to decorate up superficial content! When any media product is finished, it should be remembered for its soul, not the technology used! ~ Bernajean Porter, 1997

Enjoy stepping into the journey of imagining NEW stories for your own life - letting your light shine for good in the world! Shining your light is a life-long journey. Join in the scrapbooking tasks, the questions, the wondering and . . . the creative process of making it come alive with a vision video of your own. Be prepared for surprising discoveries experiences with your students!

Reflections for Teachers BEYOND the Scrapbooking Tasks

Consider these questions while keeping a reflective journal of your experience of *Waking Up a Generation for Their Own Greatness*:

- *What are my expectations for this project? What are indicators of success that time spent yielding results that matter?*
 - *What colleagues or friends would be willing to share this journey with me? Find them - engage them!*
 - *How do the I-imagine project definitions for strengths, talents and light match my own or not?*
 - *Do I know my own light? Do I shine or hide my light?*
 - *Do I bring my personal light to my daily work with students? Why or why not?*
 - *Do I recognize and celebrate the light and /or talents in my individual students?*
 - *What dreams did I have that I am not living now? What aspects of my dreams are alive and well in my present life?*
 - *What dreams, hopes and qualities do I now want to manifest in the next chapters of my life?*
 - *What playful interactions of sharing my own journey might build community with my students?*
 - *Are my students able to guess my strengths or light?*
 - *How might my own self-portrait collage be the same or different from what my students my guess is the REAL me?*
-
- *Along the way . . . reflect on what are the easy parts of guiding this project? the challenges? the surprises? the delights? the advice for NEXT time?*

⁶ *Writing and the Brain: Neuroscience Shows the Pathways to Learning*. Judy Willis. 2011. <http://bit.ly/iEjFrE>
Copyright bjpconsulting.com

Benefits Galore



Pollinating a Multitude of Benefits

When learning tasks take time - it is essential that a multitude of benefits be identifiable and articulated as “return-on-learning” (ROI). It is not the clock time but the rehearsal of integrated skills that are purposefully pollinated together for the time invested that create the ROI. It is unfortunate that today because of the tremendous pressure to help students succeed with isolated fact-based standards for state tests, fewer teachers believe there is time for students to experience complex tasks requiring simultaneous real world “soft skills” and domain specific content and academia skills from disparate fields. Not only is there a national call for skills beyond fact-based knowingness, but also federal initiatives to incorporate NETS•S and AASL 21st Century Skills which cannot be memorized. They need to be rehearsed and practiced to acquire competency. Research shows that when students are immersed in purposeful, learning tasks demanding original thinking and products, more learning gains were found when practiced in context than mastered in isolation mirroring real-world challenges of cross-discipline skills to solve complex tasks.

Research Wins ~ HOPE Works

Hopefully the multitude of benefits from a single, meaningful project inspires teachers to find the class time needed for student-inspired successes. However even if no other skill benefits beyond increased hope were targeted, significant research resulting from nurturing students’ strengths and personal gifts - that who they are matters to the world - would be sufficient to meet academic goals of activating intrinsic motivation to succeed.

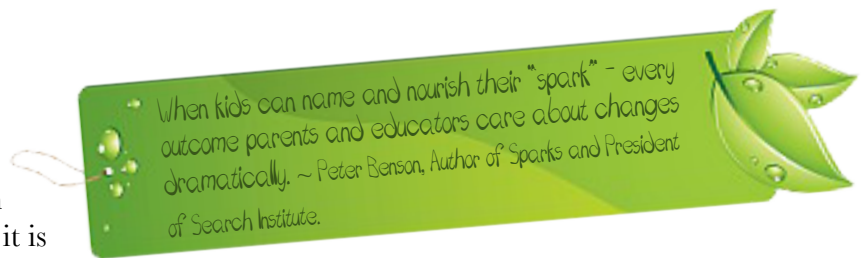
Planting Hope Works

Sir Ken Robinson

The Element: How Finding Your Passion Changes Everything. [Video: <http://bit.ly/pQGPdU>]

Robinson's book offers a richer vision of human ability and creativity and of the benefits to us all when connecting properly with our individual talents and passions. He believes it is essential that each of us find his or her Element, not simply because it will make us more fulfilled but

because, as the world evolves, the very future of our communities and institutions will depend on nurturing each human's talent. When people arrive at their element, they feel most themselves and most inspired and achieve at their highest levels. *Elements* challenges the contradiction of high stakes tests and the unquestionable fact that in the twenty-first century, jobs and competitiveness depend absolutely on the very qualities that school systems are being forced to tamp down. Tapping into this is an essential strategy for transforming education, business, and communities to meet the challenges of living and succeeding in the twenty-first century.



Peter Benson

Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers. [Video: www.search-institute.org/sparks] Dr. Benson is a leading authority on childhood and adolescence, heading a research lab called National Search

Institute. Benson's *Sparks* book weaves together rigorous scholarship with a passionate commitment to influencing society to be more attentive to children and adolescents. His findings about the impact of nurturing "sparks" encourages all adults parents and teachers to support our youth's deepest passions and interests. Positive youth development pioneer, Peter Benson, believes real education reform begin with all adults paving a path of purpose, hope, joy, and connectedness for the 60 million American youth who have fallen to a road of confusion, loneliness, and emptiness.

Search Institute Findings

Compared to youth without sparks, young people who know and have their spark supported:

- ◆ have higher grades in school
- ◆ have higher attendance in school
- ◆ are more likely to be socially competent – less violent
- ◆ are more likely to be physically healthy
- ◆ are more likely to volunteer to help other people
- ◆ are more likely to be good stewards of the earth and its resources
- ◆ are more likely to have a sense of hope and purpose impact and influence lives.

* Sparks. Peter Benson Pages 12-13

Jennifer Fox

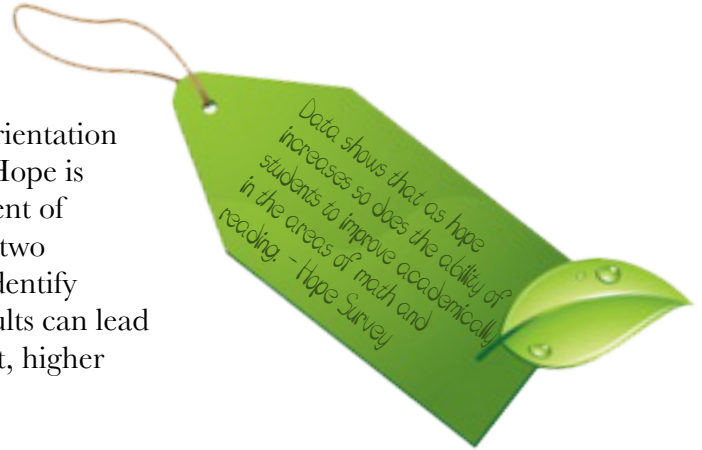
Your Child's Strengths: Discover Them, Develop Them, and Use Them. Every action or behavior provides an opportunity to discover a child's unique set of strengths. Yet America's schools focus almost exclusively on remediating weakness. Fox proposes a strengths-based philosophy that provides the tools to prepare kids for the future in a world that demands greater adaptability and creative thinking than ever before. This is an indispensable road map for young people and society to a future that plays to strengths. View resources at <http://bit.ly/bsrZn>

Kathleen Cushman

Fires in the Mind. What does it take for young people to get **really** good at something? Cushman's book presents what **kids** say fuels their interests, efforts, and motivations. View resources at <http://firesinthemind.org>

Hope Surveys - Raise hope. Raise engagement. Raise academic achievement!

Sadly research shows students engagement and motivation decreases as they progress through secondary school. This disengagement and lack of motivation is a key concern for educators. Little attention has been paid to the ability of schools to encourage positive non-academic outcomes such as self-efficacy, optimism, and problem solving ability which all impact traditional academic achievement and influence success and quality of life outside of school. This organization offers data services for fees based on their Hope Logic Model. The Hope Survey measures autonomy, belongingness, mastery goal orientation and academic press which lead to engagement and hope. Hope is measured with this organization's Hope Index, an assessment of generalized expectancy for achieving goals which contains two components; motivation for pursuing goals and ability to identify workable routes to goal attainment. Using these survey results can lead to creating a school climate supporting greater engagement, higher hope in students, and higher achievement.



Imagining Our Way into BEST Futures ~ Scenarios as Change

In his *Art of the Long View*, Peter Schartz introduces scenario-based planning as a method of preparing and planning for unknown futures. Scenarios are narrative stories written in present tense forcing organizations to shift their thinking from worlds they know to imagining success in worlds they do not. The overall purpose is to imagine the unimaginable from the most vantage point possible.

Margaret Wheatley, author of *Leadership and the New Science*, finds that “the clearer the image of the destination, the more force the future image exerts on the present, pulling us into that desired future state.” She defines vision as an energy field (aka morphogenic field) that influences and shapes behaviors to become congruent with ones’ goals. So the more real we can make the imagined, the more clarity we can imagine, the more emotionally attached we become to the new views, then the more the new idea moves into reality. Vision videos let us become our own directors rolling out our imagined visions in colorful, image-full movies. Students have been known to watch their future stories over and over sometimes fifty or more times. These visions fill up our blank screens about the future enabling them to come alive in our hearts almost literally with animated, positive multi-sensory images that engage everyone’s emotions.⁷

We believe that to dream is a global imperative. It is a national imperative. An individual imperative. To dream is our collective responsibility. For what we think we create and so our dreams are the architecture of our reality.
- i-dream project

StoryFields ~ Invoking a New World Through Story

Tom Atlee uses the term "**story fields**" because they are fields of influence, analogous to magnetic fields. The word "field" refers to a field of influence, a pattern of dynamic potential that permeates a physical, social and/or psychological space. Story fields shape the awareness and behaviors of the individuals and groups within its range. Dozens, or even thousands of story fields are all around us and within us. Story fields permeate and shape our thoughts, feelings, awareness, behavior, culture and many other dimensions of our lives.⁸

⁷ *DigiTales: the Art of Telling Digital Stories. Chapter 4, Page 99. Bernajean Porter.*

⁸ *An Urgent Future is Calling Us Together ~ A Sensory Introduction www.storyfieldconference.net*
Copyright bjpconsulting.com

Learning by Storying Around

The ***I-imagine*** project challenges students to create a docudrama 20 years from now AS IF they are already living their best future shining their light for good. It is a journey of awakening their awareness and belief as well as crafting a final product. Creating original work like the docudrama vision videos takes significant time so the time invested should reflect a LOT of results. Being able to articulate the layers of skills developed at the SAME time will enable educators to identify the return on their time investment beyond the priceless benefit of inspiring hope and positive relationships with their students.

MultiMedia Deepens Experiences

For many inventing stories is a language arts skill. But creating vision videos is not just playtime and heart-time for kids and adults – although there is nothing wrong with just having lots of fun and joy! Crafting multi-media stories provides us with important opportunities to build and practice a number of specific 21st skills as well as other types of learning processes at the SAME time that everyone needs to master in order to function effectively in a knowledge society.⁹

A Story Prompt for Taking **MY** Place in the World

Create a future story of ONE day in your own BEST positive life 15-20 years from now AS IF you are already living your future. Imagine making a difference for good in the world – shining your light, activating your talents and using your strengths in the world by creating the life you want to give yourself and the community around you. Close with a special message of ADVICE from your future successful self to the young person you are still becoming today - what do you NOW know about reaching and living your best, most positive life?

What is a Docu-Drama?

- A highly fact-based story** script telling a story **AS IF** happening right NOW, grounded in accuracy by weaving together a multitude of documented believable and detailed facts, events and realistic characters.
- Insightful, realistic recreated events** taking viewers deeply into ideas and experiences **abundantly supported** with detailed, primary source evidence.
- Feels REAL!** Information vivid and credible, revealing accurate details while making **the facts comes alive!**
- Highly** emotionally and intellectually engaging while closely honoring a credible dramatization of the story's truth. Promotes "empathy" aka Wiggins of being able to get inside the shoes of another.
- Expresses **an explicit reflective connection** by developing a lesson learned or wisdom via advice given to your younger self.

Eric Jensen, author of *Arts with the Brain in Mind*, argues that the arts should be a major discipline. Not only does multi-media help reach a range of learning styles but these arts also enhance the process of learning by integrating a learner's sensory, attentional, cognitive, emotional and motor capacities. Such brain systems are the driving forces behind all other learning connections, according to Jensen. They engage learners in making meaning out of data, give "sticky" power to ideas and concepts, and help learners integrate information between more than one subject area.

Process Skills	Literacy Skills	AASL's 21st Century Skills	NETS•S Skills
<ul style="list-style-type: none"> ◆ Storytelling ◆ Self-Directed ◆ Reflective Practice ◆ Self-Assessment ◆ Multiple Intelligence ◆ Emotional Intelligence ◆ Collaboration ◆ Project Management ◆ Work Flow Processes ◆ Empathy (Wiggins) 	<p>Written Communication</p> <ul style="list-style-type: none"> ◆ Process Writing ◆ Mind-Mapping ◆ Figurative Language <p>Multi-Media Communication</p> <ul style="list-style-type: none"> ◆ Storyboarding ◆ Choosing Media for Illuminated Meanings ◆ Fluency / Grammar (Craftsmanship) of Video-Editing <p>Oral Communication</p>	<p>Effective Communicator</p> <ul style="list-style-type: none"> ◆ Media Literacy ◆ Influence Power ◆ Impact Power <p>Researcher</p> <ul style="list-style-type: none"> ◆ Information Literacy ◆ Effective Searches ◆ Efficient Searches ◆ Intellectual Property Rights Respect <p>Interpersonal and Self-Direction Skills</p>	<p>Creativity</p> <ul style="list-style-type: none"> ◆ Arts - based Literacy ◆ Curiosity ◆ Inventing ◆ Imagination Skills and Strategies <p>Technologist</p> <ul style="list-style-type: none"> ◆ Scanning / Digitizing ◆ Image Editing ◆ Audio Editing ◆ Video Editing ◆ File Management <p>Digital Citizenship</p> <ul style="list-style-type: none"> ◆ Copyright Savvy ◆ Citation Management

Resources and Readings

1. *DigiTales: The Art of Telling Digital Stories*. Chapter 3: Storying Around for 21st Century Skills. Bernajean Porter
2. Writing as Discovery / Writing as Thinking: ~ <http://bit.ly/n3n1So> **OR** <http://bit.ly/bt4uNg>
3. NETS•S ~ Digital Age Learning: <http://bit.ly/bLFf89>
4. AASL's 21st Century Standards ~ <http://bit.ly/2mHzC>
5. 21st Century Literacies ~ <http://bit.ly/9ifG6>
6. Media Literacy ~ <http://bit.ly/oa3iYp>
7. Power Researchers ~ Credible, Reliable Search Strategies @ RADCAB.org
8. Time Management, Multi-tasking, and Step Wisdom. Mel Levine's *The Myth of Laziness*. <http://bit.ly/pqam0d>
9. Copyright Savvy ~ <http://www.law.duke.edu/cspd/comics/> **OR** <http://copyrightfriendly.wikispaces.com/>

Launching



Preparing for Their Journey

Teachers as Wave Packet Activators

WOW! *Waking-UP a Generation for Greatness* is a mighty role for teachers in a changing world.

Before launching into the details needed for planning successful projects like ***I-imagine***, here's a "blinding flash of the obvious."

Teachers' personal attitudes and beliefs are a **KEY** factor in activating the best in their students or not. If teachers approach this project as simply an activity - a precious opportunity will be missed. Using the quantum physics concept of "wave packets" ~ every situation, event, activity contains the potential of more than one outcome. Quantum matter's wave packet of potential is influenced by the very act of observation. To observe and measure(expect) for one potential over the other is to make a choice. In such choice making, the act of observation is also an act of influence, tipping the potential in one direction or the other based on participatory choices.¹⁰

Studies show that a teacher's influence on student achievement is 20 times greater than any other variable, including class size or poverty. ~greatteachersgreatschools.org

Metaphorically, being a "**Wave Packet Activator**" acknowledges the influence teachers and others have on an individual's potential.¹¹ This influence is also known as the *Pygmalion* effect - what you expect is what you get! In

¹⁰ *Adaptive Schools in a Quantum Universe*. Robert Garmston and Bruce Wellman. <http://bit.ly/poSbOQ>

¹¹ *How Do Teacher Expectations Affect Student Achievement?* Hash and Weigle. <http://bit.ly/rjGcL6>

the renown 1968 research, Robert Rosenthal and Lenore Jacobson conducted a famous study that tested the self-fulfilling prophecy of teachers' expectations in a classroom environment. The Oak School Experiment was designed to test the hypothesis that children from whom a teacher expects greater intellectual growth will display this attribute assumed. Rosenthal and Jacobson randomly designated 20% of the classroom as "gifted" students. At the end of an eight month period, the teacher's assumptions about his or her student's potential ability served as a self-fulfilling prophecy with the designated "gifted" students showing significant gains.¹²

So before launching the ***I-imagine*** project with your classes, prepare for surprises and special delights! For students who have blank screens or negative stories in their hearts, you - the "wave packet activator" - have the power to hold their potential - see their potential - believe in their potential until they waken their own dreamer. Among the skills and benefits, teachers who "see" their students' dreams and hopes - who come to know the spirits of the individuals in their classes will find their relationships and successes reaching greater academic potential.

Many Paths to Arriving

The ***I-imagine*** Project was designed as a student scrapbooking journey guided by their teachers. It unfolds a process for awakening the dreamer and believer in themselves that their life matters, culminating in a vision video. While some teachers may want to simply assign the making of the video, the pre-writing and wondering activities are designed to deepen the experience and belief of students in their personal power to create a life that matters. The intermittent sharing with a larger community builds positive relationships that will reap a multitude of benefits through the school year as well.

As educators review this ***Teachers' Guide***, many familiar processes and pedagogical strategies associated with the National Writing Project or Writers Workshop will be found. Since the NWP model mirrors what I consider the ideal classroom learning environment — that of collaborative, supportive, self-directed learning with purposeful interactions with other learners — the processes designed for eliciting the best from students in maximizing ***I-imagine*** project effectiveness is no surprise. The underpinning structure of nurturing a safe, respectful community allows students to take risks, make choices and experience willingness to be more real in their work. Hopefully, teachers will also be willing to use this project in the spirit of the living within the philosophy of a sustainable learning community. No question that a workshop atmosphere allows authors to blaze their own unique path of discovery and publishing worthy work that can be celebrated. There is no one best path - just the process of nurturing and celebrating being on the journey itself.

Advice to Yourself in Launching the I-imagine Journey

¹² *Pygmalion in the Classroom*. Rosenthal and Jacobson. <http://bit.ly/7fCfIQ>
Copyright bjpconsulting.com